

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

hatfieldt@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Anne Hansen
Consultant
Office of Education Improvement & Innovation
OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733
Email: hatfieldt@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

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Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

Section 1	15 points	
Section 2	10 points	
Section 3	10 points	
Section 4	10 points	
Section 5	10 points	
Section 6	10 points	Section 6 must be completed by all applicants.

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APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
Federal EIN 36-4663695		Vantage Learning USA, LLC.	
3. Name of Entity as you would like it to appear on the Approved List			
Vantage Learning USA, LLC.			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact Keith Webster		Phone 609-359-7229	Fax 609-882-9588
Street Address 6805 Lower York Road		City New Hope	State Zip PA 18938
E-Mail kwebster@vantage.com		Website www.VantageLearning.com	
7. Local Contact Information (if different than information listed above)			
Name of Contact		Phone	Fax
Street Address		City	State Zip
E-Mail		Website	
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
Intermediate School District(s):		Name(s) of District(s):	

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9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes

☒ No

What school district are you employed by or serve: N/A

In what capacity are you employed or do you serve (position title): N/A

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

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SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services **(25 points possible)**

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

1. Support systems to ensure student and teacher success and sustain improvement
2. Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
3. Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
4. Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Vantage provides a variety of programs and services for comprehensive school improvement.

Through the assessment platform SPMS, Vantage provides automated, organized intervention on Common Core standards called Personal Learning Plans (PLPs). This delivers intervention resources based on the student's weakest areas from their CAT results. These individualized resources, determined by student performance at the objective level, are delivered automatically after CAT scoring so students can immediately review instructional, video resources and practice tests that provide remediation opportunities (at the grade level of the greatest weakness) to bring a student to grade level proficiency in all strands. This prepares students to test again for grade level competencies at the objective level to support a cycle of intervention.

Starting with grade level proficiency and moving to strand proficiencies (5 per grade) and then objective level proficiency (2-10 objectives per strand) students will take a pretest CAT for at their grade level. Students and teachers will see the

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student's progress through a detailed score report, with raw scores, scaled scores and strand and strand and objective level descriptions.

Based on their scores, students will receive feedback and resources (objective-aligned videos and short practice tests) to remediate on their weakest areas. The student can go through the process as many times as needed to meet grade level proficiency in these common core standards.

Intervention resources for the student's weakest areas are organized with descriptions in a library that students can work through individually. Illustrative of this process of intervention: a student takes the Math CAT which shows in 30 questions or less how she is performing for her grade level. She takes the tests and the Vantage system returns the best intervention resource to meet her needs at the objective level-- with an aligned video tutorial about fractions, for example. The student will view a list of relevant resources with results for each objective, as shown. These resources are multimedia, and can be delivered based on data known about the student's learning style and capabilities, such as reading level.

Intervention resources for the student's weakest areas are organized with descriptions in a library structure that students can work through individually. After review of the resource and teacher instruction, the student will take a strand test on the fractions at the grade level proficiency of the greatest objective weakness. And the ILP process of video and practice test delivery can continue after the score report is presented. The student will take a post test CAT to continue or conclude the cycle of intervention.

A complement to the ILP CAT program is MY Access! the award-winning web-based, cross-curricular instructional writing and assessment program that provides immediate feedback in focus, meaning, organization, content, development, language use, voice, style, mechanics and conventions. This immediate feedback motivates students to improve their writing proficiency, and enables all teachers to deliver individualized instruction in their content areas. The award-winning MY Access! program transforms writing instruction by applying superior artificial intelligence and linguistic technologies to the writing and assessment process. MY Access! has decidedly and independently been shown to improve test scores. The scoring engine that powers scores and feedback within MY Access! is Intellimetric.

Intellimetric is Vantage's patented, highly accurate scoring engine that provides accuracy superior to any other scoring engine currently available. Its combination of artificial intelligence, natural language processing, and its similarity in training to human expert raters allows Intellimetric to achieve an agreement rate that is often higher than the rate achieved between two human raters. After Intellimetric has been trained to score responses written to a specific prompt, it can be used to successfully and consistently score constructed responses. Unlike human scorers, which require considerable time to score each response, Intellimetric requires minimal time to score a large number of essays.

Intellimetric is as accurate and often more accurate than human expert scorers. One way educators evaluate the accuracy of scoring is to look at how often two experts who review a set of papers independently agree with each other on the

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scores that should be assigned. In most controlled situations using a 6-point scale, two experts will agree with each other within 1 point about 95% of the time. When we look at how often Intellimetric's scores agree with either of those experts, we find that Intellimetric typically agrees with either expert about 97% to 99% of the time. External research by Rudner, L. M., & Welch, C. (2005) support these findings.

The mission of Vantage Learning USA, LLC is to create sophisticated knowledge solutions for K-12 through the delivery of real-time, relevant, and research-based professional development and educational technologies. Through our partnerships with Beaumont Independent School District in Beaumont, Texas, as well as a partnership with Milwaukee Public Schools in Milwaukee, Wisconsin, Vantage Learning has gained extensive experience in providing professional development for PK-12 schools. After the professional development trainings, both schools saw a dramatic and sustainable increase in student achievement. For example:

Beaumont Independent School District, Beaumont Texas

In Beaumont, Texas, Vantage Learning provided extensive virtual professional development as well as on site coaching and mentoring. In the schools that received this enhanced professional development, (Austin, Odom, and Marshall) statistical data shows the largest percentage of improvement. For example, after extensive virtual training, as well as coaching and mentoring, the writing scores of the 6th grade students at Marshall Middle School jumped from an overall proficiency of 49%.

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Exemplar 2: Use of Scientific Educational Research **(15 points possible)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Vantage provides a research-based approach to overall systems and services for improvement in the following areas:

1. Vantage provides reliable, automated scoring immediately. After frequent, formative, and summative assessment, students should receive immediate diagnostic feedback.

Research Basis for the Vantage Learning Solution:

Marzano (2000) and Strong et al. (1995) have proven the importance of immediate diagnostic feedback for improved student performance. A research study published in *The Journal of Technology, Learning, and Assessment* that was led by Larry Rudner of the Graduate Management Admission Council confirms the accuracy of the IntelliMetric engine (Rudner, Garcia & Welch 2005). Using essays drawn from over 100 different prompts, results indicated that IntelliMetric agreed within one point on a six-point scale with human raters on average over 97% of the time. This agreement rate was found to be slightly higher than the agreement rate between two human raters.

Evidence:

In the past year (July 2010-July 2011) Vantage has scored over 16 million essay submissions for students across the United States. Students received feedback as scores, as well as revision goals. In addition, over 200,000 teacher comments (embedded and general) to students were delivered and managed through the program.

2. Vantage Learning Professional Development integrates and sustains a long term effective instructional programs. Strategies are established during the years of implementation and repeated through professional development.

Research Basis for the Vantage Learning Solution:

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Researchers, such as Harwell, state that for continuous improvement, effective professional development needs to sustain focus over time (2003). Professional development must provide teachers with sufficient time and follow-up support to master new content and strategies and successfully integrate them into practice (US DOE 1995). For successful writing instruction and student performance, the strategies from the trainings must be reinforced and re-taught. Rayman contends that teachers should "forge cooperative relationships with faculty, advising professionals, student affairs professionals, administrators, parents, and student groups to take advantage of the multiplier effect that such collaborative relationships can have in furthering our goal of enhanced student development" (1999, p. 179).

Evidence:

There is significant evidence of student achievement when districts and schools implement the complete Vantage solution of assessment, reporting and instructional tools implemented by professional development. For example, among 8th grade students in Alpine district student scores rose from 1st submission to 4th submission from 3.8 to 4.0 (on a six point scale) And in Arcadia School District in CA, scores rose to almost an average of above proficient (from 4.0 on first submission to 4.6 by the 4th submission) And the benchmarking scores for these 2 districts also showed proficiency for 8th grade students.

3. Teachers will use data from Vantage tools to inform instruction for improved student achievement. Schools and districts will use Vantage Learning technology to support district wide or school wide goals.

Research Basis for the Vantage Learning Solution:

Data literacy—the ability of instructional leaders and teachers to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on these data—is now widely recognized as a critical strategy in the academic performance of schools (Fullan, 1999; Haycock, 2001; Johnson, 1996; Love, 2004; Schmoker, 1999; Zalles, 2005). Furthermore, Mandinach and Honey (2005) conclude that data is only usable when it makes sense to the teacher or administrator. Thus, "to turn information into knowledge, the stakeholder must synthesize the available information." The final step is to prioritize the knowledge. Setting priorities often requires imparting a value judgment on the accumulated information and knowledge. It necessitates a determination of the relative importance of the information and possible actionable solutions.

Evidence:

Vantage has extensive experience managing and administering large-scale instruction and assessment programs. While Vantage Learning has been involved in the overall educational planning process and the development of School Improvement Plans, relative to the Strategic Planning Process, we have worked specifically with two districts, the Special School District in St. Louis, and the Westbury Union Free School District in Westbury, New York. In 2007, we facilitated the efforts of the Special District of St. Louis to take a data snapshot of PS within a

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district as well as exploring other essential systems and then making recommendations through a blueprint for action. In 2008 we worked with Westbury Union Free School District to develop their Five Year Strategic Plan. We worked for a year with the Superintendent, Assistant Superintendent, key district leadership, representative staff from each school building, focus groups, parents and groups in the community to develop their plan.

4. Educators will deliver formative and summative assessments through Vantage Learning tools to provide multiple opportunities for assessment followed by remediation or enrichment activities.

Research Basis for the Vantage Learning Solution:

"A . . . rewarding approach is to focus on student assessment at the classroom level" which are "transparently linked to state academic standards" "Because feedback will immediate and specific, these assessments will be used to improve teaching and learning." (Reeves 2004 p. 115) "Great educators use assessment data to make real-time decisions and to restructure their teaching accordingly." "The use of common assessment for each major discipline allows teachers to have daily discretion and independence while preserving a school wide commitment to equity and consistency of expectations." (Reeves 2004 p.71) The RAND report "Using Web-Based Testing for Large-Scale Assessments," notes advantages of having students take standardized tests via the Web, including greater flexibility and quicker feedback for students, parents, and teachers regarding student performance. According to Marzano (2009), a well-articulated knowledge base is a prerequisite for developing expertise in any systematic way, and he recommends that states and districts adopt a comprehensive performance evaluation and professional learning system that 1) accurately reflects the complexity of the teaching/learning process 2) uses robust real-time data to fairly and credibly differentiate teachers based on their effectiveness in promoting student learning 3) provides targeted, aligned, and differentiated professional development to help teachers collaborate, communicate, and reflect in ways that improve their instruction over time.

Evidence:

- Han (2009) analyzed scores of 350,000 student users of MY Access! to show an average improvement of one point on a scale from 1 – 6.
- In another study in Virginia (2008-2009), pretest-posttest data were gathered for 128 teachers and 713 students from 14 school districts Results indicated statistically significant positive improvement from .36 to .41 points from first to last submission for the six genres, with Cohen's d effect sizes from .30 to .65. Fourteen % fewer students scored "At Risk" on the last submissions (McMillan, 2009).
- An abbreviated time-series trend study was used to examine the writing achievement of five middle schools in Chesterfield County, Virginia (Smith, 2010). Each of the schools had a similar student population, with no other

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writing initiatives or important staff changes as confounds. Schools using MY Access!, compared to a similar school with little use of MY Access!, showed significant improvement on state-mandated Standards of Learning (SOL) end-of-year writing tests from 2008 to 2009 student cohorts. The control school showed a decrease in scores, consistent with the pattern of results from the previous three years. The student populations in the schools did not differ significantly from 2008 to 2009.

- Vantage has extensive experience managing and administering large-scale instruction and assessment programs. While Vantage Learning has been involved in the overall educational planning process and the development of School Improvement Plans, relative to the Strategic Planning Process, we have worked specifically with two districts, the Special School District in St. Louis, and the Westbury Union Free School District in Westbury, New York. In 2007, we facilitated the efforts of the Special District of St. Louis to take a data snapshot of professional services within the district as well as exploring other essential systems and then making recommendations through a blueprint for action. In 2008 we worked with Westbury Union Free School District to develop their Five Year Strategic Plan. We worked for a year with the Superintendent, Assistant Superintendent, key district leadership, representative staff from each school building, focus groups, parents and groups in the community to develop their plan.

Exemplar 3: Job Embedded Professional Development **(15 points possible)**

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Professional Development for Principals and School Leadership Teams

By addressing the essential needs of school leaders and providing ongoing support, Vantage Learning's Principal Leadership: Key to School Success program provides principals and school leadership teams with the skills and strategies required to positively impact student success.

Real Time Professional Development – Sample Plan: This may include the following offerings:

Eight workshop sessions

- Follow –up webinars
- Virtual Training Modules –(approximately 10)
- Onsite Coaching and Mentoring (1 day per month; 10-12 days)
- Shadowing
- 4 week Summer Institute

Sample Workshop Topics

- Development of instructional leadership skills
- Introduction to Common Core Standards
- Development of organizational leadership skills
- Public Relations: Parent/community relations
- Setting expectations for teacher/student achievement
- Addressing Curriculum and Instruction
- Analyzing Student Data
- Building School Community
- Principal Roundtable

Customized Coaching and Mentoring

In this 12 month training program, principals will work one on one with a Vantage Learning Coach. Throughout the course of the year, Vantage coaches will work directly with principals, in real time, and develop instructional and organizational and instructional leadership skills. Coaches will also focus on analyzing and interpreting data, and transforming school culture. Coaches will work directly with

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administrators driving student achievement by enhancing their leadership skills. Each week, coaches will coordinate weekly site visits. This will allow them an opportunity to listen to principals, as well as a chance to provide feedback and discuss any pertinent topics. This will serve as an opportunity for the principal to assess their own strengths and weaknesses as well as a period reflection and feedback based on their performance.

Summer Institute

This four week summer institute will offer an opportunity for principals to develop and enhance their leadership skills; discover ways to drive student achievement, and create professional goals for the school year.

Some Suggested Topics

- Models of School Improvement
- Effective Supervision
- Problem Solving
- Development of instructional leadership skills –practicing our skills
- Development of organizational leadership skills
- Public Relations: parent/community relations
- Introduction to Common Core Standards
- Transitioning Common Core Standards from our current standards
- Setting expectations for teacher/student achievement
- Analyzing Student Data in depth

Virtual Training Modules –some suggested topics

- Effective Supervision
- Models of School Improvement
- Problem Solving/Decision Making
- Conflict Management
- Effective Communication
- Professional Development for Teachers and School Support Staff:

Vantage Learning will provide targeted, aligned and differentiated professional development that fosters collaboration, communication and reflection in ways that will improve teacher effectiveness.

What Vantage Will Do

- Provide a process that includes modeling, coaching, observation, feedback, reflection, analysis, sharing and ongoing support
- Expand teacher's knowledge of research-based instructional skills
- Work with teachers and students in "real time" in the classroom
- On-the-spot support and feedback
- A job-embedded approach to learning for teachers
- A focus on learning by doing
- An implementation plan that promotes immediate application of what has been learned

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Real Time Professional Development –Sample Plan

This may include the following offerings:

- An initial Planning/collaboration session
- A minimum of Three on-site workshops
- Monthly interactive webinars to include topics developed collaboratively with teachers that review and follow up on-site trainings
- Ongoing coaching and mentoring-at least one day per month

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Exemplar 4: Experience with State and Federal Requirements (15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Vantage Labs's shared resources of Vantage Learning and McCann Associates have combined for extensive experience addressing state and federal requirements that must be met by schools and districts across the country who receive grant funding. In addition, Vantage has worked on several large scale government projects where we have had to address state and governmental requirements.

Since February 2010, Vantage has worked with the state of FL on PERT piloting for 24 community colleges. The FLDOE has partnered with Vantage to provide placement and diagnostic testing services through the College Success™ platform, a comprehensive placement and diagnostic assessment platform that uses advanced computer-adaptive technology to establish course placement. The PERT tests employed by FLDOE are custom tailored to Florida standards and competencies. Each of the PERT tests is adaptive, meaning that delivery of questions is dependent on the previous response submitted by the student. In that manner, the tests get progressively harder or easier in correlation to the students demonstrated capability. There are three PERT tests- Math, Reading and Writing. Each test covers a single content area and the test blueprint was developed and aligned specifically to Florida standards. With the implementation of PERT, custom diagnostic tests are also being created to accurately identify a student's specific areas of weakness in reading, writing and math skills, thus enabling faculty to customize coursework to address those needs. The targeted instruction is intended to increase student progression and graduation rates, effectively shortening time to degree completion and the cost of postsecondary education to both students and the state. In the final phase of the project, developmental education courses will be redesigned to

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address specific areas of weakness in a given subject. This will result in students being able to build their understanding of specific knowledge areas without the need to take entire courses over again. Throughout the entire development of the PERT tests, Florida faculty was involved with the planning and the execution of test items, making PERT the first of its kind to be customized to align with the nation's new Common Core College and Career Readiness Standards. The assessment is available to high school and college students. The results of the test are used by institutions and academic advisors to determine student's course placement. PERT will be the primary placement assessment used by the Florida College System utilizing Vantage technology through the assessment platform, College Success™

In addition, Vantage has worked with districts funded by Title 1 in order to use writing as a means for overall student improvement. In Los Angeles Unified School District Vantage has worked with teachers who specialize in instruction and assessments for ELL populations. Students in Hacienda La Puente Unified School District in Industry, California, have quickly reaped the benefits of an innovative online writing program, which helps better prepare them for the California Standardized Testing and Reporting (STAR) exam. In Spring 2007, several middle schools posted a 40 to 50 percent increase on their STAR writing scores. Teachers attributed this accomplishment to consistent use of MY Access!®, an online program which builds better writers by instantly scoring student essays and providing immediate remedial instruction that engages and motivates students.

In addition, Vantage has worked with clients who have been awarded government grants assigned for the purpose of Enhancing Education through Technology, commonly referred to as EETT to work on district wide achievement.

District administrators, on seeing the academic improvements the students made with the Vantage program, understood that it had become crucial to the district's curriculum. For the third year in a row, Stanislaus Union School District received the EETT grant to sustain technology in their classrooms. Tom Freeman, Principal of Prescott Senior Elementary School, had first come across MY Access when he attended a Middle School Partnership meeting in which one school was already using the program, and was immensely impressed by what it could do.

Teachers in all five of Stanislaus Union elementary schools who had used MY Access knew that the program helped pinpoint problem areas, giving students the inspiration and motivation needed to develop their writing, from simple sentences to full essays. It also helped to build the critical thinking and communication skills, crucial for success in higher education.

The Ann Arbor Public Schools Educational Foundation is committed to helping all Ann Arbor Public Schools students achieve their highest potential by providing community support for innovative and excellent educational opportunities within the Ann Arbor Public Schools. At the heart of the Foundation's mission is the ideal that excellence in education is an essential component of the community's economic vitality, and that the success of the Ann Arbor community, its schools, and its businesses are tightly interwoven – success for one means success for all.

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As part of the grant, 15 teachers from Ann Arbor Public Schools received in-depth training on the MY Access! program, which includes interactive research components, detailed data on student progress, and lively exercises. These teachers then trained other teachers as well as representatives from local learning centers, after-school groups, and other non-profit organizations who will provide students with free high-speed Internet access and after-school tutoring at their facilities.

And in the Central Virginia Consortium, Vantage works with stakeholders and teachers in grant funded implementation and writing projects to meet standards for the state of VA. For each year of the grant period, a dedicated MY Access! Implementation specialist will provide on and off site services that will provide administrators at each of the school sites instruction that will assist them in understanding the MY Access! reporting features and data retrieval. ,assist in the establishment of a pre/post writing assessment and benchmarking plan, and develop instructional webinars on key issues surfacing with writing instruction.

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Exemplar 5: Sustainability Plan
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Vantage services and products help facilitate and support sustainability plans through superior data management, assessment delivery and professional development. Vantage will replicate the following models of success when working with districts in MI.

Using a "train the trainer" model and onsite implementation services with online follow up, Vantage is supporting William S. Hart Unified School District in CA with sustainability efforts by leading the year one writing instruction efforts to improve student achievement. Hart will use the Vantage approach and assessment programs to build the program out for years two and three of their use of Vantage services and products.

Ann Arbor School District was first introduced to MY Access! in 2004. After much research and comparison of products and competitors, the district selected MY Access! to pilot with 2,000 middle school students. Educators liked the immediate, detailed feedback that students received on their essays, and were impressed with how the program helps teachers focus instruction on those areas where students need the most assistance.

In addition to improving student's writing, the program makes teachers more versatile, as they have more time to focus on areas of student improvement and on teaching – time that was previously spent grading essays by hand. Both students and teachers receive an overview of the student's overall progress, as well as more specific feedback on how the student is doing in five areas of writing: focus & meaning; content & development; organization; language use, voice & style; and mechanics & conventions. MY Access! also provides bilingual support for English Language Learners, and contains a diverse selection of prompts which can be used in math, science and social studies as well as English Language Arts, making it a versatile program across the curriculum.

As a result of the overwhelming positive response from teachers and the improvement in students' overall writing, the district purchased additional MY Access! licenses for more than 5,000 students in grades 4-12. As MY Access! use increases throughout the district, educators continue to witness improved student literacy rates and—best of all—increased student appreciation for, and enjoyment of, the writing process.

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After seeing the success of the program in the schools, the Ann Arbor Public Schools Educational Foundation allocated \$50,000 for its literacy campaign, encompassing both student licenses for MY Access! and professional development for staff in 33 schools.

Educational leadership has long recognized that effective professional development programs are those that use powerful teaching and learning tools for an overall positive impact on student achievement. Both the district and the Foundation have embraced this ideal, and have committed to the best possible teacher training and implementation of MY Access!.

Milwaukee Public Schools (MPS) is currently implementing MY Access! with students in grades 4 through 8, 11th and 12th. In addition to purchasing subscriptions for student at these grade levels, Milwaukee Public Schools purchased training and ongoing daily support. Although different in design, the goal of both implementation plans is to provide rich, meaningful professional development for Milwaukee Public School teachers.

A Trainer of Trainers Model was developed for the grades 4 – 8 implementation. Schools have identified a Trainer of Trainers (TOT) that will manage and support MY Access! at their site. TOTs attend eight days of training with a certified MY Access! Facilitator/Implementation Specialist. Four days are devoted to learning how to use MY Access! to support writing instruction, reviewing best practices for facilitating MY Access! training with teachers, and MY Access! student data management. MY Access! reports and data analysis are the focus of the fifth day of training that the TOTs attend. After TOTs have completed five days of training, they are responsible for attending a two-day session where they facilitate MY Access! training to teachers from their site, supported by the MY Access! Facilitator/Implementation Specialist. On the eighth day of training, with the assistance of the MY Access! Implementation Specialist, TOTs demonstrate how to utilize MY Access! reports to generate data and review strategies for how the data can be used to support writing instruction.

In addition to the TOT and teacher professional development sessions, Leadership and Technology Contact Sessions are held multiple times a year. The MY Access! Implementation Specialist, along with the MPS English Language Arts Curriculum Specialist provides school leaders with a brief history of the implementation, review MY Access! reports and assist administrators as they review their school data. Each school also identifies an individual to assist the TOT with student data management. This individual attends the Technology Contact training where they work with the MY Access! Implementation Specialist to download MPS student data from eSIS, the MPS student information system, and upload the data into MY Access!. MPS Technology Contacts receive training on how to assist in the day-to-day maintenance of student data.

Milwaukee Public Schools' high school teachers of students in 11th and 12th grades currently receive 12 hours of training from a certified MY Access! Facilitator and Implementation Specialist. MPS high school teachers are shown how MY Access! supports best practices in writing instruction. The MY Access!

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Facilitator/Implementation Specialist works with each teacher to get their 11th and 12th grade student data uploaded into MY Access! from eSIS, the MPS Student Information System. After teachers begin using MY Access! with their students, they are then invited to attend a session to learn how to use MY Access! reports and use the data to drive instruction.

All MPS TOT's, high school teachers and administrators receive continuous support and updates from the MY Access! Facilitator/Implementation Specialist to ensure that all stakeholders are at ease and well-informed of the project's overall progress.

Exemplar 6: Staff Qualifications
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Built on 30 years of international linguistic research, Vantage Labs LLC is a leader in Natural Language Processing (NLP), Artificial Intelligence (AI), and web-based Software-as-a-Service (SaaS.) Vantage holds nearly 40 patents in Natural Language Processing (NLP) and Artificial Intelligence (AI) with diverse applications in the evaluation and interpretation of language, from search and discovery to automated essay scoring. Microsoft, Apple, Intuit, IBM, AOL, and Oracle have chosen Vantage linguistic components to enhance their products and services, improve internal communications, and reach a global market.

The mission of Vantage Learning USA, LLC, the division of Vantage Labs that will present this project, is to create sophisticated knowledge solutions for K-12 using award-winning AI and linguistic tools, providing immediate feedback and RTI support to enhance teaching and student learning.

Key personnel for large scale implementations of Vantage Products and services are included below.

Name	Title	Role for this Project	Email
Brian Maguire	Vice President, Software Development	Lead for all Development planning and decision making	<u>bmaguire@vantage.com</u>
Lorna Maguire	Vice President, Project Marketing	Lead for all Project Management Discussions	<u>lmaguire@vantage.com</u>
Kevin Madden	Senior Implementation Engineer	Lead for all iSEEK Implementation	<u>kmadden@vantage.com</u>
Keith Webster	Vice President, Vantage Learning	Lead for all Contract and Pricing discussions	<u>kwebster@vantage.com</u>

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Sydelle Mason	Vice President, Professional Development	Lead for all Training and Professional Services discussions	<u>smason@vantage.com</u>
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Vantage does not release vitae for developers, but provides the biography of the lead developer below:

Brian Maguire oversees teams of hardware and software engineers that develop and support Vantage platforms to accommodate the specific requirements of our clients. Two products engineered by Brian and his team (Learning Access! and MY Access!) have been awarded the Software and Information Industry Association Codie Award finalist status two years running and Learning Access! was awarded the highest evaluation given by *District Administration* magazine's editorial staff. Prior to joining Vantage Brian was senior software manager for a \$6 billion telecommunications company's education unit.

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Lorna Maguire
Vice President, Product Marketing
lmaguire@vantage.com

Expertise:

- Design and development of web-based curricular, instruction and assessment solutions.
- Design and development and application of standards-based materials, such as lessons, rubrics, portfolios, projects in the classroom with appropriate instructional strategies and evaluation.
- Delivery of job-embedded, ongoing professional development including coach/mentoring.

Professional Experience

2000-Present Vantage Learning, Ewing, NJ

V.P. Product Marketing,

Chief Designer/Architect of the MY Access! instructional writing program.

1997-1999 Arlington Central School District, LaGrangeville, NY

District Supervisor, Professional Development

1982-1999 Arlington Central School District, Poughkeepsie, NY

M.S.-H.S Teacher of Biology/Science

Writing Across the Curriculum Specialist

Education

State University of New York, New Paltz

M.S. Biology

M.ED

State University of New York, Oswego

B.S. Biology

Professional Certification

N.Y.S. Permanent Certification (M.S-H.S. Science/Biology/Chemistry)

Recognitions/Professional Activities

- International ChildNet Award for Tidal Passages
- Consultant for State Education Department-web-based curriculum, instruction and assessment programs.
- National Staff Development Council.
- Committee for revision of NSDC professional development standards.
- Distinguished Science Educator Award

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Kevin Madden
Senior Implementation Engineer
kmadden@vantage.com

WORK HISTORY

**2007-PRESENT – iSEEK IMPLEMENTATION ENGINEER, PROJECT
MANAGER**

VANTAGE TECHNOLOGIES, NEW HOPE, PA

- Manage the implementation of all iSEEK related products for clients in the medical, financial, education, and commercial verticals.
- Develop the scope of work and specifications for iSEEK related projects, both internal and external, while ensuring the iSEEK vision and mission is maintained.
- Collaborate with the sales team, development team, and the client to make sure project specifications are being followed, and milestones are being met.
- Work closely with Product Owners, Scrum Masters, stakeholders, developers, and end users in an agile software development environment to ensure clients are satisfied with the products we deliver.

**2006-2007 – PROJECT MANAGER/CUSTOM SALES REPRESENTATIVE
GENERAL ELECTRIC / MODULAR SPACE, WAYNE, PA**

- Managed custom projects across 31 states in the Mid-Atlantic and Northern regions of the U.S. while also being responsible for closing the sale.
- Developed scopes of work and delineations of responsibility for projects of varying scope and complexity utilizing accepted GE/Modspace procedures.
- Analyzed blueprints, specifications, and other related project documentation to prepare time, cost, and labor estimates for products, projects, and services.
- Prepared proposals and selected vendors and sub-contractors to fit the budget and schedule.

**2005-2006 – PROCESS ENGINEER
PROCTER & GAMBLE, MEHOOPANY, PA**

- Managed all aspects of quality to ensure the proper systems were in place to make product with zero defects.
- Supervised the safety and production of four teams of technicians along two converting lines that produced Bounty® paper towels.
- Created and updated control strategies for all process related failures to ensure all line operators reacted appropriately and uniformly to any failures..
- Developed safety guidelines for a variety of tasks associated with daily activities performed by technicians on the production lines.

**2003-2005 – ELECTRICAL ENGINEERING ASSOCIATE
OPEX CORPORATION, MOORESTOWN, NJ**

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- Designed and tested various analog and digital circuit boards for use in new and existing automated mail processing equipment.
- Created various test procedures for existing equipment to help field technicians diagnose and fix problems in customers' machines.
- Conducted EMI Testing for both the American and European market, and reported to senior engineers with conclusions and recommendations.
- Researched components for various design applications, including operational amplifiers, LED's, and microprocessors.

EDUCATION

DREXEL UNIVERSITY, PHILADELPHIA, PA

Bachelor of Science, Electrical Engineering, 2005

KEITH WEBSTER
President
kwebster@mccanntesting.com

Employment:

Vantage Learning 2008- Present

President

- Responsible for building out a national sales team to develop new business in connection with numerous McCann Associates products and markets including government, professional, higher education and corporate.
- Responsible to carry out the corporate vision and mission goals.
- Work with clients to ensure they receive first rate service and that their projects are implemented and managed in accordance with their expectations.

Drexel e Learning Inc.

2002-2008

Director of Corporate Relations

- Responsible for starting and developing a sales team for a major University.
- Responsibilities include developing partnerships with major corporations and healthcare organizations throughout the U.S. and abroad as well as the hiring and training of new employees.
- Also responsible for the implementation of sales strategies and budgets.
- Have grown sales from 0 to over 45M in 6 year time span.

This End Up

1993-2002

Eastern Regional Vice President

- Responsible for leading a sales force and sales managers for the Contract Division of this
- Institutional furniture manufacturer.
- Exceeded quota annually and grew total sales from 13M to 56M for the Region during tenure.
- Clients included major universities such as Harvard, Penn State and The University of Florida.

Education:

Cornell University

1975-1979

B.S. Business Administration

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Sydelle H. Mason, Ed.D
Vice President, Professional Development
smason@vantage.com

Expertise:

- Administration and Supervision of Professional Services Department for Educational Programs K-12
- Fiscal oversight and management
- Directed development of curriculum of training workshops/services
- Business development
- Oversight of implementation services

Professional Experience:

2005-Present	Vantage Learning Vice President, Professional Services
2002-2005	TechKNOW Associates Director of Operations
2002-2005	Kaplan University Adjunct Professor-Online Education
2001-2002	FUTUREKIDS, New York Vice President, Operations
2000-2001	Education Express Director of Grant Development

Education:

- **Ed.D Educational Administration**
Rutgers University, New Brunswick, NJ
- **MA Education**
New York University, New York City
- **BA Sociology**
Upsala College, East Orange, NJ

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SECTION C: ASSURANCES

Vantage Learning USA LLC:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

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Selected Research

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SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

Vantage Learning USA LLC has worked with 36 partners in the State of Michigan in the past ten years and is currently providing services and programs in 18 districts. In Detroit Public Schools, we have worked under the vendor # #0000011442. Vantage is currently in the process of applying for its business license to conduct business in the state of Michigan and will provide documentation when the application is completed.

Vantage attaches proof of our insurance on the next page.

If you would like more information about Vantage Learning products and services, please contact David Runyon (drunyon@vantage.com)

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